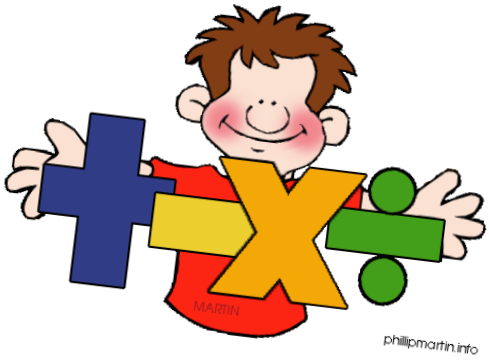
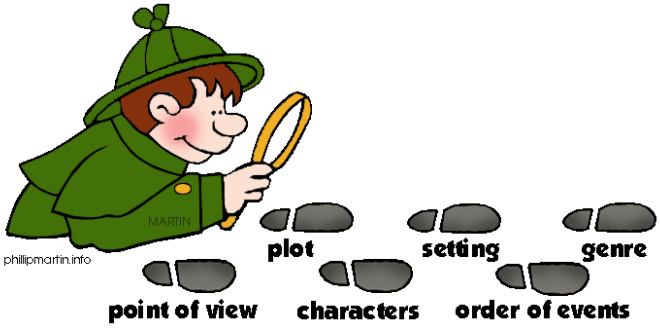
Third Grade

*Alabama College & Career Ready Standards for English/Language Arts and Mathematics





Summary of English/Language Arts Standards

Reading Standards for Informational Text and Literature

- ★ Ask and answer text-based questions; Refer explicitly to the text as the basis for answers
- ★ Use text features and search tools to locate information;
- ★ Recount stories including fables, folktales and myths from diverse cultures;
- ★ Determine central message, main idea, lesson or moral; Explain how it is conveyed using key details
- ★ Describe traits, motivations and feelings of characters; Determine meaning of words and phrases
- ★ Use terms such as chapter, scene and stanza when writing or speaking about a text
- ★ Distinguish own point of view from that of the narrator or those of the characters
- ★ Explain how illustrations can contribute to what is conveyed in text (create mood, show setting, etc.)
- ★ Compare and contrast the themes, settings and plots of books within a series
- ★ Read and comprehend grade-level literature and informational text independently and proficiently
- ★ Describe the relationship between a series of historical events, scientific ideas or steps in procedures
- ★ Use language that relates to time, sequence and cause/effect in discussing texts
- ★ Determine the meaning of general academic and domain-specific words relevant to Grade 3 topics
- ★ Describe the logical connection between sentences and paragraphs in text (comparison, cause/effect)
- ★ Compare and contrast the most important points and details from two texts on the same topic

Foundational Skills

- ★ Know and apply grade-level phonics and word analysis skills in decoding words; Decode multi-syllable words;
- ★ Identify and know the meaning of most common prefixes and suffixes, including Latin suffixes
- ★ Read with sufficient accuracy and fluency to support comprehension; Read grade-level appropriate irregularly spelled words
- ★ Use context to confirm or self-correct word recognition and understanding

Writing Standards

- ★ Write opinion pieces on topics or texts; Support/justify opinions with reasons
- ★ Write informative/explanatory texts to examine a topic; Convey ideas and information clearly
- ★ Write narratives; Develop real or imagined experiences using effective techniques and sequences
- ★ With guidance, develop and strengthen writing as needed by planning, revising and editing
- ★ With guidance, use technology to produce and publish writing and to collaborate with others
- ★ Write routinely over extended timeframes for research, reflection and revision
- ★ Write for a range of specific tasks during a single setting or limited timeframe; Conduct short research projects

Speaking and Listening Standards

- ★ Follow agreed-upon rules for discussions; Speak in complete sentences when appropriate to task
- ★ Ask questions to check understanding; Stay on topic and express ideas clearly in light of discussion
- ★ Report on topic, tell story or recount an experience with appropriate detail, pace and clarity
- ★ Create audio recordings that demonstrate fluid reading at an understandable pace;
- ★ Determine main idea and supporting details from text read aloud; Ask and answer questions about information from a speaker

Language Standards

- ★ Demonstrate command of the conventions of Standard English grammar and usage
- ★ Demonstrate command of the conventions of capitalization, punctuation and spelling when writing
- ★ Determine or clarify meaning of words and phrases by flexibly using a variety of strategies
- ★ Demonstrate understanding of figurative language, word relationships and nuances in word meanings

Summary of Mathematical Content Standards
The "What" our students will to learn

Operations and Algebraic Thinking

- ★ Represent and solve problems involving multiplication and division
- ★ Fluently multiply and divide within 100; Use relationship between multiplication and division
- ★ Solve one- and two-step problems using addition, subtraction, multiplication and division
- ★ Represent problems using equations with a letter standing for an unknown quantity
- ★ Assess the reasonableness of answers using mental computation and estimation strategies
- ★ Identify arithmetic patterns and explain them using properties of operations

Numbers and Operations in Base Ten

- ★ Use place value understanding and properties of operations to perform multi-digit arithmetic
- ★ Use place value understanding to round whole numbers to the nearest ten or hundred
- ★ Fluently add and subtract within 1,000 using strategies and algorithms based on place value
- ★ Multiply one-digit whole numbers by multiples of ten

Numbers and Operations - Fractions

- ★ Develop an understanding of fractions as numbers
- ★ Understand a fraction as a number on a number line; Represent fractions on a number line diagram
- ★ Explain equivalence of fractions in special cases; Compare fractions by reasoning about their size
- ★ Recognize fractions that are equivalent to whole numbers
- ★ Compare fractions; Record the comparisons with the symbols <, >, = and justify the conclusions

Measurement and Data

- ★ Solve problems involving measurement and estimation of intervals of time, volumes and masses
- ★ Tell and write time to the nearest minute; Solve problems involving elapsed time
- ★ Measure and estimate liquid volumes and masses of objects using standards units
- ★ Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories
- ★ Measure lengths using rulers marked with halves and fourths of an inch; Represent data
- ★ Recognize area as an attribute of a plane figure and understand concepts of area measurement
- ★ Measure areas by counting unit squares; Relate area to multiplication and addition operations
- ★ Recognize perimeter as attribute of plane figures; Distinguish between linear and area measurements
- ★ Solve real world and mathematical problems involving perimeters and areas of polygons

Geometry

- ★ Reason with shapes and their attributes
- ★ Understand that shapes in different categories may share attributes which define larger categories
- ★ Partition shapes into parts with equal areas; Express the area of each part as a fraction of the whole.

Summary of Mathematical Practice Standards
The "how" our students are demonstrating what they have learned.

1. Make sense of problems and persevere in solving them.

In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.

2. Reason abstractly and quantitatively.

Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities.

3. Construct viable arguments and critique the reasoning of others.

In third grade, students may construct arguments using concrete referents, such as objects,pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

4. Model with mathematics.

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense.

5. Use appropriate tools strategically.

Third graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles.

6. Attend to precision.

As third graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

7. Look for and make use of structure.

In third grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to multiply and divide (commutative and distributive properties).

8. Look for and express regularity in repeated reasoning.

Students in third grade should notice repetitive actions in computation and look for more shortcut methods. For example, students may use the distributive property as a strategy for using products they know to solve products that they don't know. For example, if students are asked to find the product of 7 x 8, they might decompose 7 into 5 and 2 and then multiply 5 x 8 and 2 x 8 to arrive at 40 + 16 or 56. In addition, third graders continually evaluate their work by asking themselves, "Does this make sense?